



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

NEW-WORLD SPELLER

EducT

759.15

940

GRADES SIX SEVEN EIGHT

WORLD BOOK COMPANY

Edue T 759.15.940

6-8

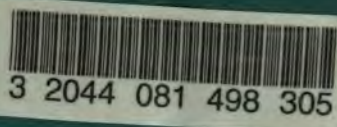
Harvard College Library



LIBRARY OF THE
DEPARTMENT OF EDUCATION

—
COLLECTION OF TEXT-BOOKS
CONTRIBUTED BY THE PUBLISHERS

HARVARD COLLEGE
LIBRARY



3 2044 081 498 305

6

NEW-WORLD SPELLER

GRADES SIX, SEVEN, AND EIGHT

BY

JULIA HELEN WOHLFARTH

FORMERLY PRINCIPAL OF HORACE MANN ELEMENTARY SCHOOL
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

AND

LILLIAN EMILY ROGERS

TEACHER IN HORACE MANN ELEMENTARY SCHOOL
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

ILLUSTRATED



YONKERS-ON-HUDSON, NEW YORK
WORLD BOOK COMPANY

1915



JAN 23 1918

LIBRARY

DEPT. OF EDUCATION LIBRARY
GIFT OF THE PUBLISHER

Educ 7 157.15.94c
6-8

JUL 6 1916

NEW-WORLD SPELLERS

By Julia H. Wohlfarth, formerly principal of Horace Mann Elementary School, Teachers College, Columbia University, and Lillian E. Rogers, teacher in Horace Mann Elementary School. A series that develops and fixes the habit of correct spelling.

New-World Speller: Grades 1 and 2

Illustrated in color. vi + 96 pages. List price, 25 cents; mailing price, 30 cents. Teaches the right spelling habits from the start; trains the child to know the sound elements in words.

New-World Speller: Grades 3, 4, and 5

Illustrated. viii + 96 pages. List price, 20 cents; mailing price, 24 cents. Definite directions for study force both pupil and teacher to a rational study of words based on correct pedagogical principles. Trains the pupil to use the dictionary.

New-World Speller: Grades 6, 7, and 8

Illustrated. viii + 96 pages. List price, 20 cents; mailing price, 24 cents. Sends the pupils into business or high school (1) equipped to spell accurately the essential vocabularies and (2) trained in the spelling habit, i.e. ability to recognize instantly and master the blunder spots in words.

New-World Speller: Grades 1, 2, and 3

Illustrated. vi + 128 pages. List price, 30 cents; mailing price, 36 cents. Gives the work for the three primary grades in one volume.

New-World Speller: Briefer Course

Grades 3 to 8 slightly abridged, in one volume. Illustrated. 160 pages. List price, 25 cents; mailing price, 30 cents.

New-World Speller Grades 1 and 2 and New-World Speller Briefer Course constitute a two-book series. New-World Speller Grades 1 and 2, with Grades 3, 4, and 5, and Grades 6, 7, and 8, constitute the regular and complete three-book course.

WORLD BOOK COMPANY

Caspar W. Hodgson, *Manager*
Yonkers-on-Hudson, New York

WNW878-11

Copyright, 1908, 1910, by World Book Company. Entered at Stationers' Hall, London.
All rights reserved.

ON THE TEACHING OF SPELLING

Learning to spell involves the formation of certain habits of mind. The most important is the habit of observing correctly the printed form of words. Next in importance, and often associated with this habit, is that of hearing words correctly. Nearly all mistakes in spelling result from the failure of children to see and hear correctly. The lessons in the New-World Spellers have been planned to aid pupils in the formation of habits of observation. **Introduction**

Effective work in spelling, as in all school subjects, depends on attention. Forced attention may accomplish something, but what is done with interest leaves the more lasting impression. The lessons, therefore, introduce great variety into the necessary drill in order to make it attractive to the children.

All sentences intended for dictation are printed in the larger type. The directions for study are printed in smaller type. Train the children from the outset to read these directions and to follow them. They are intended to stimulate and develop the self-activity of the pupils, and will gradually train them to attack a lesson without hesitation and learn it in the most economical way.

The vocabulary has been selected with a view to meeting the demands of actual life. This vocabulary is most effectively enlarged by exercises requiring the pupils to give plurals, to change verbs to the forms ending in *ed* and *ing*, to build long words from shorter ones, to use prefixes, to formulate rules, and the like. **Vocabulary**

The sections are numbered to indicate the lessons which an average class should devote to the study of a given group of words. Assign short lessons so that thorough work may be insisted on. Two or three or five words really mastered each day are of infinitely more worth, both as knowledge and as training, than a larger number imperfectly learned. **Length of lessons**

To the Teacher

Methods of study

vidual teacher, knowing the capacity of her pupils, should adjust the lesson assignment to their powers.

Teach the children *how* to study. They must learn to select from each lesson the words which they are sure they can spell and to give all their time and attention to the others; they must learn to sift the easy from the more difficult words and to give each group its due amount of time and attention; they must learn how to get the meaning and use of unfamiliar words; they must learn to clinch knowledge by repetition. To accomplish these ends, it is imperative that the teacher study with the pupils until habits of study have been established. The recitation period may be used for this purpose.

The greatest possible variety in presentation and drill should be introduced. The lessons may sometimes be studied by looking at the words, then closing the eyes and trying to see the words with the mind's eye; sometimes by writing them on paper or on the blackboard; sometimes by spelling them aloud; sometimes by building them with cardboard letters; sometimes by playing simple games, which may or may not take the form of a contest. Attention should be directed to the difficult combinations of letters by underlining them, by writing them with crayon or pencil of a different color, by repeating them orally many times in succession, by comparing them with other words which have the same combinations. Any device that will fix the attention upon the letters which make the word difficult will be of the greatest assistance.

The method of learning new words by spelling them aloud should be carried on in school only when teacher and pupils are studying together. A few minutes taken from the recitation period for the purpose of spelling aloud the hard words of the next day's lesson will repay the outlay of time a hundredfold. After habits of study have been established, spelling lessons may be assigned as home work; then the spelling-aloud method of study will be an excellent one.

To the Teacher

A child does not know how to spell a word until he can do it automatically, either orally or in writing. To develop this power, review constantly. Each day the lessons of the preceding two or three days should be quickly but thoroughly reviewed; each page should be reviewed upon completion; underlined words should be frequently reviewed; and the many special reviews suggested should by no means be omitted. Here, again, variety is of the greatest importance. Each pupil may be required to keep a blank book in which he enters from day to day the words which he has misspelled. Frequent reviews of such words will correct individual errors. Another useful device is a blank book in dictionary form kept by the teacher. The words misspelled in class may be entered under their initial and reviewed by letter, the lists being copied on the blackboard for this purpose. After a little training, the pupils will be able to write the words in this dictionary of errors, and will take pride in keeping the lists as short as possible.

**Review
and drill**

The grouping of homonyms introduces a difficulty where none exists. It is a mere accident that *there* and *their* are pronounced alike. They are spelled differently and have entirely different meanings, and if each is repeatedly used in its proper relation to other words, the child remains unconscious of the similarity of pronunciation, and consequently no confusion arises. The same is true of all homonyms. In the higher grammar grades when the words have been fixed, no harm can result from associating them in a drill exercise, although such drill will then no longer be necessary.

**Homonyms
and vowel
combina-
tions**

Though the spelling of many English words is absurd, as, for instance, *eight*, *trough*, *reign*, *bureau*, *once*, these are much less troublesome than common verb forms and words containing a sound expressed by several different vowels or combinations of vowels. *Feed*, *read*, *shield*, *pique*, *receive*, *here*, are illustrations. Nothing but frequent oral spelling and still more frequent writing of these words in sentences or phrases will fix them in the

To the Teacher

child's mind. If the word is important, clinch it; if it is not important, do not teach it at all.

Use of sentences and phrases

The sentences and phrases are intended for dictation. The phrases afford an economical method of giving a large amount of drill on writing related words without taking time for complete sentences. Incidentally the children learn to discriminate between groups of words which express complete thoughts and those which do not. It is a good plan to read the sentence or phrase distinctly once, and then have the pupils repeat it before writing. Insist that they write without hesitation. This involves a thorough study of the lesson.

Syllabica- tion

Learning to see the syllables of which a word is composed is one of the most important steps in learning to spell. Pupils must ultimately learn to see the syllables in undivided words. As an aid to this end, the words in this book are usually divided when they appear for the first time. The exercises requiring the pupils to find the short words of which longer ones are composed, those requiring them to combine short words into longer ones, and those requiring them to copy words and divide them into syllables, are all designed to cultivate the observing powers, and long use has demonstrated that such exercises are effective.

Have the pupils constantly pronounce distinctly before spelling by syllables. Since authorities differ, many of the best teachers accept any syllabication which is not absurd. Pronunciation is a safe guide in a majority of cases.

Correction of errors

Since the purpose of correcting spelling is to fix the right form in the child's mind, keep this end constantly before you. In oral spelling, have the child who made the error spell the word correctly at once. In correcting written exercises, cross out the wrong forms, and insist on their being rewritten correctly, so that finally only correctly spelled words shall be before the pupil. Many teachers make the mistake of so correcting papers that the wrongly spelled words are the more prominent. Train pupils to leave a blank space whenever doubtful of a

word, and to write the word correctly after the papers have been returned to them, underlining it for thorough study.

The dictionary habit is an invaluable one; its importance cannot be overestimated. Exercises requiring the use of the dictionary have been introduced into this book, but these should be supplemented in connection with every school subject. No diacritical marks are used. Only in the case of the unusual word will the pronunciation be unfamiliar, and such a word must become familiar by use before an effort is made to spell it.

**Use of the
dictionary**

Teach the pupils how to use the dictionary in the fourth grade, and thereafter make its use a part of the regular work. Give many exercises requiring the pupils to find a word in a given time, and show them how to turn quickly to the place where words beginning with certain letters are to be found. Give exercises with several words beginning with the same letter, as *dream, desist, dory, digress*, to show that the first letter alone does not determine the place of a word in an alphabetical list.

Next give exercises in finding the pronunciation. Show the pupils the use of the diacritical marks by means of the key words at the foot of each page of the dictionary. Familiarize them with the marks by constant reference, and teach also the meaning of the accents.

Show the pupils by classroom exercises how to find the meanings of words. Explain the abbreviations for the parts of speech. Teach them to select the most likely definition and to avoid meanings marked rare, colloquial, or obsolete. Encourage them to read the examples to help in deciding which meaning to select for a particular word under discussion.

In the sixth, seventh, and eighth grades have each pupil keep a pocket dictionary at hand, and encourage him to refer to it for spelling in preparing his compositions and in all written lessons. Train the pupils to go to the dictionary whenever they are not absolutely certain that they can spell the word in question. Above all, try to arouse a feeling of pride in the matter of spelling.

ACKNOWLEDGMENTS

Thanks for helpful criticism and suggestions are due to Dr. Stuart H. Rowe, Brooklyn Training School for Teachers, Brooklyn; to A. P. Hollis, State Normal School, Valley City, North Dakota; to Dr. Henry Suzzallo, Teachers College, Columbia University; to L. D. Ellis, Superintendent of Schools, Bellefontaine, Ohio; to Dr. E. L. Thorndike, Teachers College, Columbia University; to Miss Ada Van Stone Harris, Assistant Superintendent of Schools, Rochester, New York; to Dr. Edward B. Shallow, Associate Superintendent of Schools, New York City; to Dr. Frank A. McMurry, Teachers College, Columbia University; to Miss Anna Walton, Friends' Select School, Philadelphia; to Henry Carr Pearson, Principal of Horace Mann Elementary School, Teachers College, Columbia University; to John Gill, Portland, Oregon; to N. L. Bishop, Superintendent of Schools, Norwich, Connecticut; and to George I. Aldrich, Superintendent of Schools, Brookline, Massachusetts.

For permission to use the quotations given as dictation exercises, the authors and publishers are indebted to Messrs. Houghton Mifflin Company, Charles Scribner's Sons, and Little, Brown and Company.

SIXTH GRADE

TO THE SIXTH GRADE PUPILS

True ease in writing comes from art, not
chance,
As those move easiest who have learned to
dance. POPE

If you wish to write easily and correctly, you must practice often, just as you do in learning to play the piano. You must learn also to depend upon yourself, to look carefully at every new word, and to remember how it is spelled.

In the fourth grade you learned to use the dictionary. This year you can make it a more constant companion. Now that you can turn to new words quickly, why not keep a pocket dictionary with you each day? Then in every written exercise you can train yourself to write no word which is incorrect. Try this plan all the year and see what results you will gain.

SIXTH GRADE

1, 2, 3, 4* SPELLING-MATCH WORDS

Here are some words you learned in the fourth and fifth grades. Copy them, spelling aloud softly, and underline for special study all those which look difficult. Do not leave the list until you are sure of every word in it.

address	cruel	absence	receive
dandelion	addition	breadth	piece
gnaw	daily	patience	aisle
though	gnat	bureau	rogue
knit	against	dutiful	quarrel
anchor	kerosene	croquet	wealth
Atlantic	beneath	straight	knowledge
piazza	knoll	watchful	whether
avenue	arithmetic	dreary	strength
quotient	multiplication	envelope	weight
banana	niece	knead	yeast
choir	pearl	omelet	yolk
bravely	prison	morsel	justice
rhyme	scholar	oriole	possess
dollar	weather	doctor	common
metal	thought	caught	taught

* Lesson numbers indicate usually the maximum for the average class. If pupils are quick to see for themselves the difficult combinations, the number of words may be increased.


Sixth Grade

5, 6

went abroad	athletic sports	children assemble
dally along	clear atmosphere	overcome obstacles
final promotion	numerous studies	approach of autumn

Use these groups of words in sentences to show their meaning. Write the words in this lesson in an alphabetical list.

7, 8

as par'a gus	<u>ge ra'ni um</u>	wood'bine	
cau'li flow er	mul'lein	<u>pump'kin</u>	
<u>daf'fo dil</u>	<u>rad'ish</u>	rhu'barb	
<u>to ma'to</u>	<u>po ta'to</u>	let'tuce poi'son i'vy	

Which of these plants do you know? Which are garden plants? Which are wild plants? Copy each word and spell aloud as you write. Write the plurals of the words underlined.

9, 10

<u>wea'sel</u>	sal'mon	<u>kan ga roo'</u>	ga zelle'
<u>tor'toise</u>	<u>musk'rat</u>	mack'er el	<u>gold'finch</u>
tan'a ger	<u>par'tridge</u>	mas'tiff	grey'hound

If you were playing the old game of "Fish, flesh, or fowl?" under what head would you put each of these names? Copy, arranging under these three heads. Write the plurals of the underlined words above.

<u>abroad</u>	<u>approach</u>	<u>salmon</u>	<u>mullein</u>
---------------	-----------------	---------------	----------------

11, 12

cutlery	colliery	average	emperor
eternal	clothier	baluster	general
cylinder	alert	fishery	generous

Copy, and underline the combination *er* wherever it occurs in these words. Separate into syllables.

13, 14, 15, 16

Make, with your teacher's help, a list of your classmates' names and learn to spell them, taking ten a day to study until you can write them all correctly.

17

Make, with your teacher's help, a list of ten names of heroes and learn to spell each.

18

Write the name of your principal, your teacher, your doctor, and five of your neighbors, and learn to spell each correctly.

19, 20

buzzing gnat	butt of the musket	woolen mantle
rustic beau	heir of his estate	feat of arms
marble altar	stinging mosquito	awkward giraffe

Use these phrases in sentences. Underline the difficult combination of letters in each word.

<u>mantle</u>	<u>awkward</u>	<u>geranium</u>	<u>average</u>
---------------	----------------	-----------------	----------------

Sixth Grade

21, 22, 23, 24. SPELLING-MATCH WORDS

Study these words as follows. Copy all the words which have two or more syllables and separate into syllables as you write. Find all the words which have silent letters and underline such letters or write them with ink of another color. Select the words having letter combinations difficult to remember, as *ei*, *ea*, and write them, underlining the difficult part. After you have worked a few days in this way, challenge some other class to a spelling-match.

alert	cylinder	heir	promotion
altar	daffodils	kangaroos	pumpkins
approach	dally	letters	radishes
asparagus	difficult	mackerel	rhubarb
athletic	doctor	marble	rustic
average	emperor	mastiff	salmon
bear	estate	mosquito	stinging
butt	eternal	musket	studies
buzz	feat	muskrats	taught
buzzing	final	neighbor	teacher
children	fishery	numerous	tomatoes
classmate	gazelle	obstacles	tortoises
clear	general	overcome	wealth
clothier	generous	partridges	weasel
combination	geranium	poison	weather
correct	gnat	potatoes	whether
cutlery	greyhound	principal	woodbine



25

Make, with your teacher's help, a list of ten trades practiced in your town, and learn to spell the name of each.

26

ex'ca vate	ex cla ma'tion	ex haus'tion	ex plo'sion
ex ceed'	ex clude'	ex plore'	ex po'sure
ex cep'tion	ex haust'	ex port'	ex ter'nal

Find the meaning of any unfamiliar word in your dictionary. What is the force of the prefix *ex*? What does the word *prefix* mean?

27

ex clu'sive	ex hib'it	ex plic'it	ex treme'
ex ert'	ex pla na'tion	ex ten'sion	ex hi bi'tion
ex ist'	ex pe'ri ence	ex tol'	ex er'tion

How many of these words have silent letters? Copy the words and underline such letters. Which of those in Lesson 26 have silent letters?

Sixth Grade



28, 29

The fawn, startled by the sound, raised her pretty head for a moment, then quietly resumed her feeding. Harold could scarcely repress an exclamation of delight at the charming picture. He almost held his breath for fear of disturbing the graceful creature.

Copy, underlining each word which seems difficult. Close your eyes and see if you can see in imagination each underlined word.

30

startled fawn	loud exclamation	graceful creature
pretty picture	disturbing sound	scarcely breathed

Copy these phrases and underline the difficult letter or letters in each.

31

scarlet tanager	sportive gazelle	peaceful scene
yellow pumpkin	dancing daffodil	pungent radish

Copy these words and rearrange alphabetically.

[200]

32

re act'	rec ol lect'	re fresh'	re hearse'
re cline'	re duce'	re flect'	re ject'
rec i ta'tion	re'flex	ref or ma'tion	re join'

What is the prefix in each of these words? What does it mean? Copy the words, spelling aloud as you write.

33

sweetmeat	waistcoat	outrage	lowland
whirlwind	wardrobe	knighthood	hedgehog
withhold	wholesale	limestone	hearsay

Find two short words in each of the above. Write them separately. Use each of the long words in a sentence to show its meaning.

34, 35

A

rose	earth
high	check
gold	clergy
clap	safe
agree	out
fore	partner

B

way	able
man	quake
ship	finch
wood	rein
tell	come
board	guard

Make twelve longer words by combining each word under *A* with one under *B*. Use each word thus made in a sentence.

<u>fierce</u>	<u>peace</u>	<u>graceful</u>	<u>startled</u>
<u>sound</u>	<u>peaceful</u>	<u>creature</u>	<u>gazelle</u>

Sixth Grade

36

slow tortoise	scaly mackerel	fierce mastiff
quietly feeding	anxious thoughts	quite disturbed

Separate the words of these phrases into syllables. Write sentences containing these phrases.

37, 38

Review all the words on pages 197 and 199. Make a list of the words on those pages which seem especially difficult to spell and arrange them alphabetically.

39

<u>alter</u>	She <u>altered</u> the gown to suit the fashion.
<u>feat</u>	He performed a daring <u>feat</u> .
<u>mantel</u>	The vase stood on the <u>mantel</u> .
<u>heir</u>	He was <u>heir</u> to vast estates.

40, 41

The door, which moved with difficulty on its creaking and rusty hinges, being forced quite open, a square and sturdy little urchin became apparent, with cheeks as red as an apple. A book and a small slate, under his arm, indicated that he was on his way to school. HAWTHORNE

diffi cul ty	creak'ing	square	ur'chin
ap par'ent	in'di cat ed	hin'ges	forced

42, 43

steam	pro mote'	point	be tray'
swin'dle	ob serve'	en cour'age	be siege'
trum'pet	plant	gaze	de stroy'

Add the ending *er* to each of these words. Which of the words must change their spelling in order to add *er*? Why? Spell the words thus formed.

44, 45

hope	du'ty	right	thought
grace	force	re gard'	wor'ship
hate	shame	re venge'	pur'pose

To which of these words can you add *less* to form another word? To which can you add *ful*? Write and study the words thus formed. Use your dictionary to be sure the spelling is correct before you study.

46, 47

warfare	wayward	self-denial
undertake	whereas	shipwreck
venturesome	safeguard	lonesome
moreover	highway	agreeable

Use each of the above words in a sentence to show its meaning. Write the two shorter words of which each is made.

<u>gnat</u>	<u>heir</u>	<u>feat</u>	<u>beau</u>
<u>poison</u>	<u>final</u>	<u>athletic</u>	<u>pungent</u>

Sixth Grade

48, 49

con sid'er
com pan'ion
tax

ac count'
pleas'ure
val'ue

meas'ure
move
fa'vor

note
ad just'
a dapt'

Add the ending *able* to each of the above words, using your dictionary to see what changes, if any, are first necessary.

50

crawl
crawling
bawl
bawling
scrawl
scrawling



drawl
drawing
trawl
trawling
brawl
brawling

Copy these words, underlining the letters which have the same sound in each.

51, 52

dessert The dessert consisted of fruit and nuts.
tier The seats were arranged tier upon tier.
dual The tents served a dual purpose.
source The source of the stream was a tiny spring.
doe The fawn stood quietly feeding near the doe.
route His route lay along the verge of a precipice.

eternal

anxious

mosquito

potato

53, 54

The rose may bloom for England,
 The lily for France unfold;
Ireland may honor the shamrock,
Scotland her thistle bold;
 But the shield of the great Republic,
 The glory of the West,
 Shall bear a stalk of the tasseled corn —
 The sun's supreme bequest!

EDNA DEAN PROCTOR



55, 56

1. Most nouns form their plurals by adding *s*.
2. Some nouns ending in *o* add *es*.
3. Many words ending in *y* change the *y* to *i* before adding a suffix.
4. Some words ending in *e* drop the *e* before adding the suffix *able*.

In previous lessons find three words to which each of these spelling rules applies.

57, 58, 59, 60

From the following columns of words make a list of all those containing a silent letter; a list of those which contain a doubled consonant; of those which contain a doubled vowel; of those which are made up of two shorter words; of those which contain the combinations *ea*, *or*, *le*, or *er*.

Sixth Grade

SPELLING-MATCH WORDS

abroad	exhibit	hedgehog	recline
anxious	exist	heir	recollect
approach	experience	kangaroo	reduce
asparagus	explanation	knighthood	reflex
assemble	explicit	lettuce	reformation
athletic	explore	limestone	refresh
atmosphere	explosion	lowland	rehearse
awkward	export	mackerel	reject
bear	exposure	mastiff	rejoin
butt	extension	mosquito	route
cauliflower	external	mullein	salmon
check-rein	extreme	musket	supreme

clapboard	fawn	numerous	sweetmeat
creature	feat	obstacles	tanager
daffodil	final	outcome	thoughts
dally	gazelle	partnership	tier
excavate	geranium	partridge	tomato
exceed	giraffe	poison	tortoise
exception	gnat	promotion	verge
exclamation	goldfinch	pumpkin	weasel
exclude	graceful	radish	wherefore
exclusive	greyhound	rage	whirlwind
exert	hateful	react	wholesale
exhaust	hearsay	recitation	woolen

61

A region ruled over by an emperor is called an empire.

The ruler of the Russian empire is called the czar.

Cæsar reigned over the Roman empire.

The German emperor's title, kaiser, and that of the Russian emperor come from the word *Cæsar*.

Study the underlined words and compare them. Then write the lesson from dictation.

62

Distance from the equator is latitude.

Distance from a given meridian is longitude.

The distance around a circle is its circumference.

Measurement along a straight line gives us its length.

Copy the underlined words, spelling softly as you write. Then write the lesson from dictation.

63, 64

accurate

account

dollar

invest

allowance

careless

helpful

payment

balance

diligent

income

value

Write a paragraph about keeping an account and see if you can use all the above words. Write also the plural form of the underlined words.

lamp of fire	frogs' orchestra	barefoot boy
wind-swung fold	monarch of all	regal tent
purple-curtained	cloudy-ribbed	noisy choir

Read the stanza in the next lesson to see what these phrases mean. Then copy and study them.

66, 67

O'er me like a regal tent,
Cloudy-ribbed, the sunset bent,
Purple-curtained, fringed with gold,
Looped in many a wind-swung fold;
While for music came the play
Of the pied frogs' orchestra;
And to light the noisy choir,
Lit the fly his lamp of fire.
I was monarch; pomp and joy
Waited on the barefoot boy.



WHITTIER

Copy this stanza, spelling softly all the difficult words.

68

naval warfare	twentieth century	joyous industry
ninth column	inventive genius	fourth sentence

Use these phrases in sentences.

69, 70, 71, 72 SPELLING-MATCH WORDS

For studies on these lists, see Lessons 21-24 and 57-60.

account	czar	length	Roman
accurate	destroy	light	rosewood
adaptable	distance	longitude	ruled
alert	dutiful	measurement	Russian
allowance	earthquake	ninth	shameful
altar	emperor	numerous	shameless
ancestor	empire	observer	source
atmosphere	encourage	payment	steamer
average	eternal	planter	swindle
balance	exclamation	pointer	swindler
baluster	extol	profess	thoughtful
besiege	factor	profession	thoughtless
Caesar	fishery	professor	trumpeter
circle	forceful	promote	valuable
circumference	gaze	promoter	valueless
clear	general	purpose	waistcoat
clergyman	highway	reflect	wardrobe
clothier	honor	regard	warfare
colliery	hopeful	regardless	wasted
consider	income	region	wasteful
curtained	indicator	revenge	wasting
cutlery	invest	revengeful	watchful
cylinder	investor	rightful	worship

Sixth Grade

73, 74, 75, 76

agreeable	doubled	looped	shamrock
air	dual	mantel	shield
alter	England	meridian	square
apparent	equator	monarch	stalk
around	fashion	moreover	stanza
arranged	feat	naval	startled
barefoot	following	nineteenth	straight
bear	forced	noisy	sturdy
bequest	fourth	notable	suit
careful	France	orchestra	supreme
careless	genius	performed	tasseled
century	glory	pleasurable	thistle
choir	graceful	plural	title
column	hateful	pointer	twentieth
considerable	Hawthorne	precipice	urchin
consonant	heir	previous	value
crawling	hinge	pungent	venture
creaking	indicated	quietly	verge
daring	inventive	regal	waist
dessert	Ireland	reigned	waited
destroyer	joyous	rightful	waiting
difficulty	kaiser	safeguard	wayward
diligent	latitude	Scotland	whereas
doe	lilies	seat	wherefore
dollar	lily	sentence	withhold

77

re fer'	in fer'	be stow'	as sert'
slur	ex tol'	al lot'	con vert'
com pel'	re bel'	a ward'	es say'

78, 79

Change each word in the foregoing lesson to one ending in *ing*; in *ed*. Which of the words double the final consonant before the ending? What has the accent to do with this? Make rules for doubling the final consonant before adding *ed* and *ing*.



80

I bring fresh showers for the thirsting flowers,
 From the seas and the streams;
 I bear light shade for the leaves when laid
 In their noonday dreams.

SHELLEY

Study this stanza until you can write it from memory.

Sixth Grade

81, 82

a bide'	<u>blend</u>	du'el	el'e vate
<u>ab sorb'</u>	<u>riv'et</u>	dwin'dle	for'mer
<u>ab rupt'</u>	civ'il	del'ta	fil'let

Select the words which are spelled just as they sound. Use all the words in sentences. Why is the final letter in the underlined words not doubled before adding *ing*?

83

foil	inspect	magnify	observe
impose	irritate	modify	ply
impress	grope	obstruct	propose

Copy these words and separate into syllables, spelling as you write.

84, 85

Change each word in the foregoing lesson to a form ending in *ing*; to one ending in *ed*. Use your dictionary to see how you must modify the original word in each case. Make new rules to use when adding *ed*; to use when adding *ing*.

86, 87

con trive'	de tain'	de spair'	can'cel
con tend'	de scend'	de feat'	gam'ble
con vey'	de clare'	en gage'	nour'ish

Apply to the above list of words the rules for adding *ing* and *ed*, which you made in preceding lessons. What is the exception?

88

con ta'gion
con ta'gious
de li'cious

en'vi ous
fe ro'cious
fe roc'i ty

in ju'ri ous
in dus'tri ous
in'dus try

In which of the above words does the letter *i* precede *ous*?
Copy each word in the list, spelling aloud as you write.

89, 90

revolution
revolver
production

program
portion
permission

poetical
obedience
photography

rascal
plunder
pledge

Write the words in this lesson in the order of the number of syllables in each. Separate into syllables as you write. Underline the difficult letter or combination of letters in each word.

91, 92

sci en tif'ic
shep'herd
schoon'er

se crete'
ve'hi cle
yacht

weap'on
vol'ume
poul'tice

proved
sol'emn
sur pass'

Copy these words, spelling aloud as you write. Underline the silent letters in each. Write plurals of the words underlined.

93, 94

Review the words in Lessons 61-68. Make a list of all which contain silent letters, doubled letters, or difficult combinations, and underline or mark the difficulties.

liv'er y
pom'mel
girth
cinch
teth'er
steed



gait
crup'per
shoe'ing
snaf'fle
stir'rup
reins

These words are connected with the life of a horseman. What does each one mean? Write the plural form of the underlined words.

airless dungeon
iron links
strength of spirit

spirit's strength
positive men
men of judgment

Read the next lesson to see what each of these phrases means. Close your eyes and see if you can remember how each looks.

Where men of judgment creep and find their way
The positive pronounce without dismay.

COWPER

Nor airless dungeon, nor strong links of iron,
Can be retentive to the strength of spirit.

SHAKESPEARE

98, 99

deceit	disclose	displease	serve
deception	disclosure	displeasure	service
decide	dispose	covet	severe
decision	disposition	covetous	severity

Copy and spell aloud softly. What change of letters is made in forming the second word of each pair? Separate each word into its syllables.

100, 101

fatal	venture	fear	adventure
glorious	lone	weary	adventurous
mettle	loneliness	worry	achieve

Copy and separate into syllables the words of more than one syllable. Write six other words which have *i* before *e*, as in *achieve*.

102, 103

Write the *i* before the *e*,
Unless they follow after *c*.

believe niece piece grieve achieve

If they follow after *c*,
Put the *i* behind the *e*.

deceive receive deceit receipt ceiling

Sixth Grade

104, 105, 106, 107. SPELLING-MATCH WORDS

See Lessons 57-60 for a plan of study. Study also the combinations *ous, ea, ie, ur, le, ai*.

abide	delicious	infer	portion
abrupt	delta	injurious	production
absorb	descend	inspect	program
adventurous	despair	inventive	propose
allot	detained	irritate	rascal
allotted	duel	joyous	referred
assert	dungeon	livery	revolution
asserted	dwindle	magnify	revolver
award	elevate	modify	riveted
bestow	engage	naval	scientific
blended	envious	nineteenth	secrete
canceled	essay	nourish	shepherd
cinch	ferocious	obedience	slur
civil	foil	observe	solemn
compelled	former	obstruct	stirrup
contagious	gait	permission	strength
contend	gamble	photography	surpass
contrive	hideous	pledge	tether
converting	impose	plunder	vehicle
crupper	impress	ply	volume
declare	industrious	poetical	weapon
defeat	industry	pommel	yacht

108

foul	The weather continued <u>foul</u> for a week.
mantle	She wrapped her <u>mantle</u> closely about her.
minor	The music had a <u>minor</u> strain in it.
mood	He was in no <u>mood</u> for merriment.
moor	The wide and desolate <u>moor</u> stretched away before him.
surf	The <u>surf</u> beat high upon the beach.

109

scull	He knew exactly how to <u>scull</u> the boat.
scent	The <u>scent</u> of roses and lilies was in the air.
sheer	He gained the summit by <u>sheer</u> will power.
rein	He drew <u>rein</u> at the door of a tiny inn.
drought	The <u>drought</u> continued for the entire summer.
dough	She kneaded the <u>dough</u> into a ball.

110

knight	The <u>knight</u> raised his visor.
knack	He had a <u>knack</u> with tools.
mantel	The <u>mantel</u> was ornamented with pottery.
kiln	The bricks were burned in a <u>kiln</u> .
mien	Her <u>mien</u> was lofty, and her voice severe.

Sixth Grade



111, 112

<u>travel</u>	novelty	tourist	gangway
<u>bustle</u>	passenger	<u>transport</u>	purser
<u>emigrate</u>	pilgrim	luncheon	porter

These are words which have to do with traveling. What does each one mean? Write a form ending in *ing* and a form in *ed* for each underlined word. Write the plural of each word not underlined. Separate each into syllables.

113, 114

protect	indicate	contract	instruct
profess	credit	operate	possess
conduct	create	govern	reflect

See what other words you can make from those above by adding the ending *or*. Consult your dictionary to see if you must make any changes before adding the ending. Spell aloud each word in your new list. Separate each into syllables.

115, 116

King Alfred, while the Danes sought him far and near, was left alone one day by the cowherd's wife to watch some cakes which she put to bake upon the hearth. But, being at work upon his bows and arrows, his noble mind forgot the cakes, and they were burnt. "What!" said the cowherd's wife, "you will be ready enough to eat them by-and-by, and yet you cannot watch them, idle dog?" DICKENS

Copy the exercise, spelling the underlined words aloud, and omitting all marks. Then close your book and punctuate from memory. Finally write from dictation.

117

abiding peace	groping about	modifying word
absorbing care	irritating noise	compelling force
imposing sight	observing mind	slurring speech

Which of the rules you made for adding *ing* apply to these words? Use these phrases in sentences to show their meaning.

118

Woodsy and wild and lonesome,
The swift stream wound away,
Through birches and scarlet maples,
Flashing in foam and spray.

WHITTIER

Sixth Grade

119, 120

palatable food
infectious laughter
independent government
accurate account

intelligent patriotism
original performance
sacred relic
limited income

Use these groups of words in sentences to show their meaning.

121, 122

ship'ping
shoal
pen'nant
ma rine'
bar'na cle

sloop
schoon'er
splice
reef
stew'ard

wreck'age
squall
stern
steer'age
be calm'



cap'stan

Here are some words connected with a sailor's life. What does each one mean? Copy and spell aloud.

123, 124

trig'ger
sa lute'
mus'ter

mil'i ta ry
mus'ket
ar'se nal

in'fan try
car'tridge
reg'i ment

ep'au let
sen'try
ca det'

Here are some words connected with a soldier's life. What does each one mean? Write the plural form of the underlined words.

courage

courageous

outrage

outrageous

125, 126

sad'dler	huck'ster	sur'geon	re por'ter
seam'stress	hawk'er	phy si'cian	mes'sen ger
auc tion eer'	ma gi'cian	ma chin'ist	in spect'or

What does each of these people do? Copy, changing each word to the plural form.

127, 128

der'rick	joist	bal'co ny	dredge
<u>plat'form</u>	foun da'tion	<u>stair'case</u>	<u>tim'ber</u>
<u>par ti'tion</u>	<u>fres'co</u>	ma'son ry	hoist

Explain these terms used in connection with building. Write the plural form of each word underlined.

129

drug'gist	pes'tle	phos'phate	sur'ger y
pre scrip'tion	phys'ic	rem'e dy	am mo'ni a

Use these words in sentences to show their meaning.

130

A		B	
cougar	reindeer	hideous	crafty
crocodile	reptile	greedy	graceful
hyena	magpie	ferocious	nervous
vulture	viper	furious	chattering

Use the words in list *B* to form phrases with those in list *A*.

Sixth Grade

131-138. SPELLING-MATCH WORDS

In the following lists of words find and spell all those which contain a doubled consonant; a doubled vowel; the combinations *ous, ea, ie, ur, le, ai*.

achieve	combine	disclose	foul
adapt	commercial	disclosure	foundation
adjust	companion	displease	fresco
adventurous	complete	displeasure	furious
allowance	conceal	disposition	gaily
anxious	conclude	disputed	glistened
arsenal	conductor	dough	glorious
auctioneer	considerable	dredge	government
balance	contractor	drought	governor
balcony	cougar	druggist	grist
barnacle	covetous	dual	gristle
becalm	crawling	duel	grope
besiege	creator	dwindle	guest
bustle	crocodile	education	haunt
cadet	deceit	emigrate	hawker
canceling	deception	epaulet	hideous
capstan	decide	equator	highway
careless	decision	exhibition	horizon
cartridge	defeat	fatal	horrible
clapboard	delight	favorably	huckster
cobbler	derrick	favorite	hyena
column	diligent	following	Indian

Sixth Grade

indulge	mien	plural	saddler
industrious	military	porter	salute
infantry	minor	possession	satisfy
infectious	monarch	possessor	scantily
inspector	mood	poultice	scent
joist	moor	prefix	schooner
kiln	moreover	prescription	scrawl
knack	motive	proclaim	scull
knight	mucilage	produce	seamstress
leaves	musket	property	self-denial
loneliness	muster	proprietor	sentry
lonesome	nervous	protector	service
luggage	notable	proved	severe
luncheon	novelty	publish	sheer
machinist	ornament	purser	shepherd
magazine	passenger	recitation	shipping
magician	peninsula	reef	shipwreck
magpie	pennant	regiment	shoal
mantle	pestle	reign	shoeing
marine	phosphate	reindeer	skilful
masonry	phrase	reins	skull
master	physic	remedy	sloop
mastiff	physician	reporter	snaffle
merchandise	pilgrim	reptile	solemn
messenger	platform	retreat	source
mettle	pleasurable	route	spar

Sixth Grade

splice	stretched	thirsting	viper
squall	supply	tier	visor
squander	surf	tourist	vulture
staircase	surgeon	transport	warfare
steadily	sweetmeat	trigger	wayward
steady	syllable	twentieth	whereas
steed	taxable	undertake	wholesale
steerage	temptation	usual	withhold
stern	tether	valuable	worship
steward	thief	venture	worthless
storage	thieves	venturesome	wreckage

139

doesn't rain	several couldn't	don't know
weren't there	I'm not ready	can't guess
hadn't a chance	Wouldn't you like	I'll endeavor

Review these phrases by using them in sentences. Where a capital letter is used in the phrase, it should begin the sentence.

140, 141, 142

Select, with your teacher's help, ten of the most difficult words you have learned to spell correctly in your history work this year. Write ten you have learned in the geography class. Write ten you have learned in the arithmetic class.

arithmetic

history

geography

language

SEVENTH GRADE

Seventh Grade

5, 6

a nem'o ne	hy'a cinth	mi gnou ette'	hy dran'ge a
chic'o ry	wis ta'ri a	hon'ey suc kle	nas tur'tium
cro'cus	ver be'na	chrys an'the mum	o le an'der

Which of these common flowers do you know? Which of them grow in the conservatory and which out-of-doors in your locality? Write their names in two lists to show this. Underline letters requiring special study.

7

ca'lyx	ver'dure	ju'ni per
co rol'la	con serv'a to ry	syc'a more
ger'mi nate	fer til'i ty	mag no'li a

Use each word in a sentence.

8

sultry heat	tawny mane	awful suspense
tepid water	thrifty farmer	brilliant scene
tedious task	empty title	serious conversation

Explain each phrase. Write each in a sentence.

9

Cowards die many times before their deaths ;
The valiant never taste of death but once.

SHAKESPEARE

10, 11

<u>ap pli ca'tion</u>	<u>res o lu'tion</u>	<u>re la'tion</u>	<u>su per vi'sion</u>
<u>prop o si'tion</u>	<u>rec re a'tion</u>	<u>ver'sion</u>	<u>per sua'sion</u>
<u>an nex a'tion</u>	<u>rep u ta'tion</u>	<u>de ri'sion</u>	<u>pre ci'sion</u>

Write a shorter word suggested by each of the underlined words. Use your dictionary to help you spell it correctly. Study your list of words and see if by looking at it you can spell each word in this lesson.

12, 13

The maples bending o'er the gate
 Their arch of leaves just tinted
 With yellow warmth, the golden glow
 Of coming autumn hinted.

Keen white between, the farmhouse showed,
 And smiled on porch and trellis,
 The fair democracy of flowers
 That equals cot and palace.

WHITTIER

In dictation exercises always copy the words that are most difficult, and underline the letters which you need especially to remember.

tepid tedious valiant version

Seventh Grade

14, 15

abstinence	behavior	bequeath	condescend
absurdity	belie	beseech	congregate

What is the meaning of *ab, be, con*? Find two more words in your dictionary with each of these prefixes. Copy these words and divide into syllables.

16, 17

The senate met to discuss ways and means of relieving the calamity.

Although bewildered by the collision, the engineer showed admirable presence of mind.

The malicious and the dissatisfied interfere with the administration of justice.

After an interval the people dispersed.

Write the underlined words in an alphabetical list.

18, 19

burnish	burlesque	bulletin	buttress
classical	clerical	chemical	carnival
disdain	dispel	disperse	distil
excessive	expanse	exterior	extinguish

Copy, and separate into syllables. Use the dictionary to find the meaning of any words which are unfamiliar.

20, 21

ty'rant	an'a lyze	com'e dy	co lo'ni al
tyr'an nize	a nal'y sis	co me'di an	e con'o my
ty ran'ni cal	an a lyt'i cal	col'o ny	e co nom'i cal

Compare the spelling and the pronunciation of the related words. Which of the longer words are formed from the shorter ones, and how?

22

corps	A <u>corps</u> of engineers was sent at once to the locality.
draft	Can you make out a <u>draft</u> on the bank?
aught	Do you know <u>aught</u> of his behavior?
error	What <u>error</u> have you found in the account?
copyright	The book was <u>copyrighted</u> last year.
wrote	You <u>wrote</u> me by return mail, I remember.
written	The letter was <u>written</u> carefully.

23

dangerous collision	malicious interference
careful engineer	just administration
admirable coolness	lengthy interval
dispersing crowds	unhappy calamity

Copy, and underline the difficult letter or combination of letters. Use each phrase in a sentence to show its meaning.

Seventh Grade

24

abridge

abridgment

administrate

administration

judge

judgment

haughty

haughtily

accompany

accompaniment

weary

wearisome

What suffix have the longer words? What change do you notice in the stem when the suffix is added? Copy the underlined words, close the book, and write the others from memory.

25

traff'ic

draft

de pos'it

in dorse'

af fix'

de fray'

e con'o mize

in'ter est

deb'it

cor po ra'tion

guar an tee'

led'ger

Write these words, arranging them alphabetically. Find in your dictionary the meaning of each. Write sentences about business and try to use them all. Underline the difficult letters in each word.

26, 27

cal'cu late

ex ag'ger ate

i'so late

el'e vate

can'di date

e vap'o rate

sen'ate

ed'u cate

grav'i tate

fas'ci nate

se date'

ap pre'ci ate

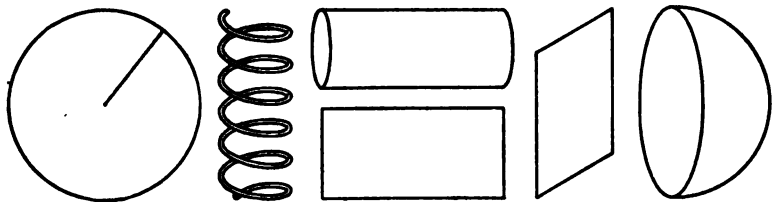
il lu'mi nate

fu'mi gate

cu'rate

med'i tate

Since all these words end in *ate*, what part only of them is it necessary to study? What is the meaning of each word in the lesson?



28, 29

A hemisphere is half a sphere.

A figure whose opposite sides are parallel is called a parallelogram.

Equilateral means equal-sided.

The radius of a circle is half its diameter.

Which of these figures is cylindrical?

A rectangle has four right angles.

Can you draw a spiral like the one in the picture?

30, 31

ad he'sion

ad van ta'geous

ca lam'i ty

col lapse'

ad'vo cate

be sides'

can'o py

col lide'

ad'mi ra ble

be wil'der

can teen'

col li'sion

Rearrange these words in the order of their difficulty. Form phrases by adding other words to those underlined.

judgment

weary

advantage

dispel

I'm relieved
haven't a suspicion
society's standard
Don't separate

couldn't be too careful
shouldn't legislate
isn't sufficient
wasn't ready

Use these groups of words in sentences. Where a capital letter is used in the phrase, it should begin the sentence. What letter does the apostrophe take the place of in the underlined words?

Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding.

A prudent man foreseeth the evil, and hideth himself: but the simple pass on, and are punished.

A word fitly spoken is like apples of gold in pictures of silver.

PROVERBS

annul
appal
error

fossil
garrison
massive

illuminate
irritable
nullify

oddity
pellet
tattoo

Do you notice anything in which these words are alike? Will it help you in spelling them? What does each word mean? Separate into syllables.

35

<u>submit</u>	suburb	prelude	<u>preside</u>
subscription	<u>precede</u>	preparatory	prevention
substitute	prediction	preposition	previous

What is the meaning of the prefix in each of these words? Separate the words into syllables. Write forms ending in *ing* and in *ed* for the underlined words.

36

noticeable	honeysuckle	forbade
whirlpool	serviceable	foreclose
boatswain	copyright	typewrite
playwright	hopefully	manageable

What two short words can you make from each of these long words? Write the short words in an alphabetical list.

37, 38, 39

Make, with your teacher's help, a list of the names of your classmates and learn to spell each. Do not write any name in your list until you are sure you can spell it correctly.

40

Make, with your teacher's help, a list of twelve names of men who are famous in your country, your state, and your city, and learn to spell them.

<u>appal</u>	<u>notice</u>	<u>interfere</u>	<u>tyrannize</u>
--------------	---------------	------------------	------------------

Seventh Grade

41-48. SPELLING-MATCH WORDS

abridge	behavior	chrysanthemum	curate
abridgment	belie	classical	cylindrical
abstinence	bequeath	cleanse	dainty
absurdity	beseech	clerical	death
account	besides	collapse	debit
adhesion	bewilder	collide	defray
administration	boatswain	collision	democracy
admirable	bosom	colonial	deposit
advantageous	brilliant	colony	derision
advocate	bulletin	comedian	die
affix	burlesque	comedy	discussion
although	burnish	commit	disdain

analysis	buttress	condescend	disperse
analytical	calamity	congregate	dissatisfied
analyze	calculate	conservatory	distil
anemone	calyx	conversation	draft
annexation	candidate	conviction	drought
annul	canopy	coolness	earth
appal	canteen	copyright	economical
application	carefully	corporation	economize
appreciate	carnival	corps	economy
arch	charge	cowards	empty
aught	chemical	crocus	engineer
awful	chicory	crowd	error

Seventh Grade

evaporate	interest	principal	tattoo
exaggerate	interfere	proposition	tawny
excessive	interval	prudent	tedious
expanse	irritable	punished	tepid
exterior	irritate	radius	therefore
extinguish	isolate	recreation	thrifty
fascinate	justice	relate	traffic
fertility	ledger	relieving	typewriter
forbade	lengthy	reputation	tyrannical
forbid	locality	resolution	tyrannize
foresee	loveliest	resolve	tyrant
found	magnolia	rotation	understanding
fumigate	malicious	scenery	unhappy
garrison	manageable	sedate	valiant
germinate	mignonette	senate	verbena
getting	nasturtium	serious	verdure
guarantee	noticeable	serviceable	verse
heat	nullify	spiral	version
hemisphere	oddity	subscription	warmth
hideth	oleander	suburb	wearisome
honeysuckle	parallel	suffix	weary
hopefully	persuasion	supervision	whirlpool
hyacinth	precede	suspense	wisdom
hydrangea	precision	suspicion	wistaria
illuminate	preparatory	sycamore	written
indorse	previous	taste	wrote

Seventh Grade

49

trait'or	vol un teer'	scab'bard	ter'ri to ry
trib'u ta ry	war'rior	siege	taunt
tro'phy	tres'pass	sheathe	trea'ty

Use these words in sentences to show their meaning. In each sentence use at least two words from the list.

50, 51

Who can find a virtuous woman? for her price is far above rubies. PROVERBS

Better is little with the fear of the Lord than great treasure and trouble therewith. PROVERBS

And He that doth the ravens feed,
Yea, providently caters for the sparrow,
Be comfort to my age. SHAKESPEARE

52, 53

<u>enviable</u>	<u>receivable</u>	habitable	<u>imaginable</u>
<u>estimable</u>	<u>sociable</u>	innumerable	<u>detach</u>
<u>variable</u>	<u>charitable</u>	justify	consider
<u>excite</u>	<u>esteem</u>	modify	restrain

Consult your dictionary to find out the spelling of the words to which *able* is added in the underlined words. Add *able* to as many as possible of the others, changing the stem as you think necessary. Then consult your dictionary to see if you are right.

54, 55

pro gres'sive	prop el'	ex'it	ex pe di'tion
pro hib'it	pro por'tion	ex hi bi'tion	ex pire'
pro jec'tion	ex clu'sion	ex pan'sion	ex pose'

What is the prefix in each of these words? What does each prefix mean? Find in your dictionary ten other words with these prefixes.

56, 57

mon'arch y	ar'chi tec ture	chord	chro nom'e ter
or'ches tra	Chris'tian	ar'chi tect	cha me'le on
chlo'ro form	Chris ti an'i ty	pa'tri arch	me chan'i cal

What sound has *ch* in each of these words? Copy, and spell softly as you write.

58

A wise man is strong; yea, a man of knowledge in-
creaseth strength. PROVERBS

Reading maketh a full man, conference a ready man,
and writing an exact man. BACON

True ease in writing comes from art, not chance,
As those move easiest who have learned to dance.

POPE

Arrange the underlined words in alphabetical order and study them. Mark the difficult letters in each.

<u>orchestra</u>	<u>chloroform</u>	<u>patriarch</u>	<u>chameleon</u>
------------------	-------------------	------------------	------------------

Seventh Grade

59

ben e fi'cial	in ter fere'	dis perse'
ben e fac'tor	in ter mit'tent	dis sat'is fied
mal treat'	in'ter val	dis cuss'

Find in your dictionary the meanings of the prefixes *bene*, *mal*, and *inter*. Find other words with these prefixes.

60

wran'gle	ac knowl'edge	crev'ice	knave
wretch	cre ate'	cringe	del'uge
wrought	cres'cent	cruise	dem'on strate

Pronounce slowly, and notice what letters have no sound. Copy each word, and underline the silent letters.

61, 62

sul'phur	phon'ics	cam'phor	tel'e graph
pheas'ant	phys'ic al	au'to graph	par'a graph
pho'no graph	pamph'let	tel'e phone	tri'umph

What letters in these words have the sound of *f*? Copy the words and underline such letters.

63

Shelley	Tennyson	Shakespeare	Longfellow
Browning	Dryden	Milton	Dickens
Whittier	Holmes	Wordsworth	Scott
Procter	Emerson	Lowell	Cowper

New Orleans, La.,
August 26, 1910.

Dear Father,

Your letter of the twentieth enclosing the check for my expenses has just been received. I have kept a careful account. Uncle belongs to a large corporation and there is much to interest me at the office. The book-keeper showed me his ledger and taught me many things about business. I know how to deposit money in a bank and how to indorse checks.

Give my love to all and ask them to write often.

Your affectionate son,
John.

65

thoroughly	stereopticon	capitalist	zoology
solemnity	testimonial	peculiarity	similarity

Pronounce slowly, and copy, separating each into its syllables.

66

def'i nite	cor rup'tion	ob struct'	op po si'tion
def i ni'tion	dic'tate	ob struc'tion	spec'u late
cor rupt'	dic ta'tion	op'po site	spec u la'tion

What is done to the short word of each pair before adding *tion*? In which cases is a letter dropped?

Seventh Grade

67, 68

sensitive	<u>suggestive</u>	imperative	<u>successive</u>
fugitive	<u>exhaustive</u>	<u>inquisitive</u>	<u>detective</u>
<u>relative</u>	<u>representative</u>	<u>imaginative</u>	<u>narrative</u>

Separate each word into its syllables. Write a short word suggested by each of the underlined words. Consult your dictionary for the spelling.

69

In words, as fashions, the same rule will hold,
Alike fantastic if too new or old ;
Be not the first by whom the new are tried,
Nor yet the last to lay the old aside. POPE

Words are like leaves ; and where they most abound,
Much fruit of sense beneath is rarely found. POPE

70, 71

<u>contraction</u>	conjunction	<u>formation</u>	<u>cancelation</u>
<u>constitution</u>	commotion	<u>execution</u>	<u>obstruction</u>
<u>construction</u>	<u>expiration</u>	<u>fortification</u>	<u>nutrition</u>

In what are all these words alike? Write the short word from which each underlined word is made.

<u>fantastic</u>	<u>sense</u>	<u>narrative</u>	<u>suggestive</u>
------------------	--------------	------------------	-------------------

72, 73

<u>sys'tem</u>	gym na'si um	boun'ty	clean'ly
sym'me try	<u>tro'phy</u>	ar til'ler y	<u>cer'e mo ny</u>
am'e thyst	brev'i ty	myth'i cal	<u>lil'y</u>

What is the sound of *y* in each of these words? Find other words having the same sound of *y*. Write the plural of the words underlined.

74, 75

ra'ti o	sec'tion	nas tur'tium
quo'tient	se cre'tion	in tox i ca'tion
pres i den'tial	se lec'tion	val u a'tion
rev o lu'tion a ry	sen sa'tion	am bi'tious

What is the sound of *ti* in each of these words? Find ten other words in which *ti* has the same sound. Copy the above words and arrange in alphabetical order.

76

adieu	already	guide	guise
good-by	almost	guilt	guinea

Find the difficulty in each of these words and underline it as you copy. How does the sound of *ui* in *guilt* differ from its sound in *guide*? Find other words with the combination *ui*.

<u>symmetry</u>	<u>ceremony</u>	<u>brevity</u>	<u>amethyst</u>
-----------------	-----------------	----------------	-----------------

Seventh Grade

77

ac'cess	am mu ni'tion	bal'last	bar'rack
<u>af</u> flict'	ap par'ent	bar'ri er	bliz'zard
<u>al</u> loy'	ap pli'ance	<u>cor</u> rupt'	bru nette'

Underline the doubled consonant in each of these words.
Change the underlined words to a form ending in *ed*; in *ing*.

78

All human plans and projects come to naught.

BROWNING

Unfaith in ought is want of faith in all.

TENNYSON

Who breaks law, breaks pact, therefore helps himself
To pleasure and profit over and above the due
And must pay forfeit — pain beyond his share.

BROWNING

Arrange the underlined words in alphabetical order and study them. Mark the silent letters in each.

79

cue	tonsil	aerial	era
arc	flexibility	avarice	attorney
fluency	imaginative	vise	financier

Arrange these words according to the number of their syllables, separating the syllables to show the number in each word.
What does each word mean?

80-85. SPELLING-MATCH WORDS

In the following columns of words, find and spell all words which have a doubled consonant; those which contain the combinations *ia*, *ch*, *ph*, *ea*, *ti*.

accompaniment	consider	execution	innumerable
acknowledge	constitution	exhibition	inspire
affectionate	construction	exit	inspirit
ambitious	contraction	expanse	intoxication
architect	convict	expansion	judge
architecture	create	expedition	judgment
arrival	crescent	expiration	ledger
bounty	crevice	expire	massive
brevity	cringe	expose	mechanical
camphor	cruise	foreclose	modify
cancelation	cue	formation	monarchy
chameleon	deluge	fortification	mortify
charitable	detach	fossil	naught
chloroform	dimension	goal	orchestra
chord	discuss	gravitate	pamphlet
Christian	enviable	habitable	parallelogram
Christianity	equilateral	haughty	peculiarity
chronometer	esteem	honeysuckle	pellet
commotion	estimable	hyacinth	persist
conference	excite	hydrangea	pheasant
conjunction	exclusion	imaginable	phonics

Seventh Grade

phonograph	prohibit	sheathe	system
physical	projection	similarity	taunt
playwright	propel	sociable	testimonial
pleasure	proportion	solemnity	thoroughly
prediction	quotient	spiral	traitor
prelude	ratio	stereopticon	treaty
preposition	receivable	submit	trespass
presence	recreation	subscription	tributary
preside	revolutionary	substitute	trophy
presidential	scabbard	success	variable
prevention	secretion	sulphur	warrior
progressive	section	symmetry	wretch

86

Even a fool, when he holdeth his peace, is counted wise: and he that shutteth his lips is esteemed a man of understanding. PROVERBS

Of times excusing of a fault doth make the fault worse by the excuse. SHAKESPEARE

Copy these sentences and spell aloud all underlined words.

87

alderman	continental	electricity	equality
capitalist	crystallize	elementary	fortify
conqueror	distillery	ensign	halyard

Find the shorter word hidden in each of these.

88, 89

ac cu'mu late	<u>des'per ate</u>	frig'ate	pen'e trate
<u>an tic'i pate</u>	<u>do'nate</u>	<u>med'i tate</u>	<u>vac'ci nate</u>
<u>as so'ci ate</u>	du'pli cate	<u>nom'i nate</u>	<u>ven'ti late</u>

In what are all these words alike? What is the sound of *ate*? From the words underlined make nouns ending in *tion*. Consult your dictionary for necessary changes.

90, 91

<u>am bas'sa dor</u>	<u>suc ces'sor</u>	<u>su'per vis or</u>	in te'ri or
<u>fac'tor</u>	<u>sur vey'or</u>	tu'tor	<u>e lec'tor</u>
reg'u la tor	su pe'ri or	<u>dic ta'tor</u>	<u>em'per or</u>

Consult your dictionary for the meaning of these words. Copy, and underline the *or* in each. Write the plural forms of the words underlined.

92, 93

mercantile	parliament	<u>pioneer</u>	<u>glacier</u>
<u>minority</u>	<u>parish</u>	perplex	stupefy
<u>memorandum</u>	<u>panorama</u>	evict	<u>territory</u>

Rearrange these words in the order of the number of syllables in each, writing them with syllables separated. What does each word mean? Write the plural form of the underlined words.

The principal features of the landscape were the deep canyon near by and the mountains in the distance. The best device he could hit upon was to meet the enemy on the trail along the face of the precipice. An immense boulder lay close by, making a natural barrier to their progress.



95

ma ter'nal	nor'mal	or a tor'i cal	i den'ti cal
pa ter'nal	pic to'ri al	re viv'al	in tel lec'tu al
prin'ci pal	nau'ti cal	in au'gu ral	man'u al

What does each of these words mean? How does the meaning help you to remember the spelling of each?

96

crit'ic	cli'max	lu'na tic	rel'ic
e lec'tric	clue	pan'ic	rus'tic
a quat'ic	vic'tim	pol'i tics	math e mat'ics

What sound has the letter *c* in each of these words? Make a list of the words in the last ten lessons in which *c* has the same sound.

97, 98

aerial navigation
arid plains
robust athlete
delicate apparatus
diligent artisan

sufficient ammunition
beneficial exercise
sumptuous banquet
concrete example
cordial interest

Use these phrases in sentences to show their meaning. Copy and spell aloud. Do the same in the following lessons.

99

florid complexion
forcible entrance
cheerful expectancy
dangerous undertaking

fragile china
feminine grace
extravagant flattery
important evidence

100

forced gaiety
terrible ferocity
federal union

excessive fatigue
financial panic
fraternal care

triple alliance
intense suspense
invisible spirit

Copy, and underline the difficult letters in each word.

101

laborious enterprise
marvelous loyalty
ignorant immigrant

hostile invasion
insolent challenge
loyal champion

swift courier
crimson banner
extinct crater

In all governments truly republican, men are nothing — principle is everything. WEBSTER

The democratic theory is, that those constitutions are likely to prove steadiest which have the broadest base — and that the best way of teaching a man how to vote is to give him the chance of practice. LOWELL

When war is called a necessity, it is meant, of course, that its object cannot be attained in any other way.

SUMNER

As usual in the dictation exercises, copy the most difficult words, and underline the letters which you need especially to study.

104

He was so genial, so cordial, so encouraging, that it seemed as if the clouds . . . broke away as we came into his presence. HOLMES

He possessed industry, penetration, courage, vigilance, and enterprise. HUME

105

Good writing and brilliant discourse are perpetual allegories. EMERSON

How amiable are thy tabernacles, O Lord of hosts!

PSALM LXXXIV

106

The long siege was over and the weary sentinels slept. Harold stood on an eminence overlooking the city. The havoc wrought in those last fiery days was everywhere visible.

107

insensible	edible	historian	impossibility
legible	festivity	convenient	visible
intelligible	legislature	impossible	temperature

Copy the above words and separate each into its syllables. Copy again, grouping similar words together.

108

picturesque scenery	ninety and nine	ninth century
an important crisis	the sun's orbit	obtuse angles
serious obstacle	the king's decree	lady's delight

109, 110

elaborate preparation	humane government
courteous treatment	animal instinct
energetic exercise	hostile army
magnificent sunset	insipid taste
witty dialogue	literary license

Illustrate by pictures the meaning of some of the phrases in these and the preceding lessons. Explain the others.

Seventh Grade

111

her'it age	pil'lage	hos pi tal'i ty	hu mil'i ty
sew'age	post'age	prob a bil'i ty	a bil'i ty
gar'bage	for'age	re spon si bil'i ty	leg i bil'i ty

In what are these words alike? They are often misspelled because some syllable is not pronounced. Pronounce very slowly as you copy, and give the sound of each syllable.

112

sign	graph'ic	scope	script
re sign'	lith'o graph	tel'e scope	man'u script
de sign'	au'to graph	mi'cro scope	post'script

113

coun'te nance	in sur'ance	im por'tant	peas'ant
con triv'ance	ut'ter ance	war'rant	stag'nant
ap pli'ance	im por'tance	oc'cu pant	em'i grant

What is the final syllable in each of these words? Notice the obscure sound of *a* in this syllable, and think of *a* when you pronounce and copy.

114

of fi'cious	vi'cious	dor'mi to ry	sat is fac'to ry
re bel'lious	ma li'cious	ter'ri to ry	ex clam'a to ry
sus pi'cious	con'scious	ex plan'a to ry	prom'on to ry

Copy these words and underline the difficult letters.

115

a deer's <u>antlers</u>	ardent <u>feelings</u>	a wooden <u>trellis</u>
an <u>acrid</u> taste	merry <u>pastimes</u>	foolish <u>trinkets</u>
<u>brazen</u> altars	<u>abstract</u> numbers	a <u>creaking</u> windlass

Separate the underlined words into their syllables. Use each phrase in a sentence.

116

<u>twitter</u> of birds	<u>universal</u> <u>suffrage</u>	kitchen <u>utensils</u>
<u>vision</u> of angels	<u>welfare</u> of the poor	pipng <u>treble</u>
<u>unanimous</u> vote	<u>transparent</u> window	<u>stagnant</u> pool

Explain each of these phrases. Write each in a sentence. Separate the underlined words into their syllables.

117, 118

receipt	suspicion	sufficient	grammar
quaint	legislature	society	science
relieve	millinery	tariff	series

Separate into syllables and write in alphabetical order. Use each word in a sentence to show its meaning.

We do not what we ought,
What we ought not we do.

ARNOLD

<u>abstract</u>	<u>unanimous</u>	<u>antler</u>	<u>acrid</u>
<u>vision</u>	<u>transparent</u>	<u>treble</u>	<u>universal</u>

Seventh Grade

119, 120

Many plants grow best in a conservatory. Here the seeds germinate by application of heat, and flowers appear even in winter. The crocus with its yellow cup, the hyacinth, and the mignonette blossom long before the earth is green with verdure. I like better, however, to find the little anemone blooming out of doors, lifting its dainty calyx with timid resolution to the cutting winds of spring.



Study this paragraph until you can write it from dictation.

121, 122, 123, 124

Make out, with your teacher's help, a list of twelve words which you have learned this year in connection with your history lessons; twelve in geography; twelve in grammar; twelve in arithmetic. Use the dictionary, if you are not sure of the spelling, before you write any of these words.

125, 126, 127, 128

With the history words used above, write sentences to show their meaning, using the dictionary as before. Study each sentence and then rewrite it from memory. Do the same with words from each of the other groups.

129-136. SPELLING-MATCH WORDS

From the following lists of words select those which contain a doubled vowel; a doubled consonant; the combinations *ia, li, er, al, ate, ie*. Make lists accordingly. Review also underlined words on the five pages preceding.

ability	aquatic	concrete	dictator
absorption	arc	corruption	discuss
access	ardent	courageous	distillery
accumulate	artillery	courier	donate
acquit	artisan	courteous	dormitory
acid	associate	crater	duplicate
aerial	athlete	crimson	edible
afflict	attorney	crisis	elaborate
alderman	autograph	critic	elector
allegory	avarice	crystallize	electric
alloy	ballast	decree	electricity
ambassador	bamboo	define	elementary
amethyst	banquet	definition	emigrant
amiable	barrack	delight	energetic
ammunition	barrier	democratic	enlighten
anticipate	beneficial	demonstrate	ensign
antler	blizzard	desperate	enterprise
apparatus	boulder	determine	equality
appease	brazen	device	evict
appliance	brunette	dictate	evidence

Seventh Grade

execute	generosity	invasion	orbit
exercise	gesture	invisible	origin
exhaustive	glacier	justify	originality
expectancy	government	laborious	palace
explanation	halyard	legibility	parliament
extravagant	heritage	legible	paternal
factor	hospitality	license	peasant
fatigue	hostile	literary	penetrate
federal	humane	lithograph	pictorial
feminine	identical	loyalty	picturesque
ferocity	imaginative	magnificent	pioneer
fiery	imperative	malicious	satisfactory
finance	importance	manual	sentinel
financial	important	manuscript	siege
financier	inaugural	meditate	splendor
flattery	individual	minority	stagnant
flexibility	industry	necessity	successive
forage	inquisitive	ninety	successor
forfeit	insensible	ninth	superior
fortify	insipid	nominate	surveyor
fragile	instinct	observant	suspense
fraternal	insurance	obstruction	suspicious
frigate	intellectual	obtuse	tedious
frugal	intelligible	occupant	territory
fugitive	intense	opposition	title
gaiety	interior	oratorical	transparent

EIGHTH GRADE

TO THE EIGHTH GRADE PUPILS

Words are things : and a small drop of ink,
Falling like dew upon a thought, produces
That which makes thousands, perhaps millions,
think. BYRON

You have now had enough practice to be able to recognize easily the difficulties of spelling in every new word you meet. Continue to train yourself so that your eye may be quick to observe and your hand careful to write always the correct form. You have seen that spelling depends largely on a habit of scrutinizing new words. Cultivate this habit by every means in your power and be vigilant to let no opportunity of perfecting it escape.

Tolerate in yourself no slovenly spelling, as you would tolerate no slovenly dress or manners.

EIGHTH GRADE

1, 2, 3, 4*

Here are some words that you learned in the lower grades. See how many you can spell correctly without much study. Select the ones you are not absolutely sure of, and drill yourself in writing them until you cannot fail to do so correctly.

sincere	china	division	telephone
truly	picture	received	already
pronounce	sufficient	college	evil
delicate	society	different	whom
minute	marriage	separate	wholly
czar	carriage	grammar	married
independent	business	exercised	sentence
easy	busy	surprised	sword
capital	reached	gymnasium	anxious
principal	interesting	alphabet	thought
cordial	remember	series	whether
continent	February	changing	agreeable
envelope	Wednesday	athletic	daughter
piece	gentlemen	type	pleasure
ought	women	telegraph	natural
century	angel	divide	crystal

* Lesson numbers indicate the lesson periods used for a section by an average class. The teacher should be governed, however, by the needs of the individual class.

Eighth Grade

5

a ban'don	com pete'	in cite'	de ter'
ab hor'	com pute'	di vulge'	rat'i fy
com mute'	sat'is fy	ful fil'	scourge

What is the meaning of each word in the lesson? What changes are necessary if we wish to add *ed*? State rules you have learned for adding *ed*.

6

rhythm	There is a strange <u>rhythm</u> in Indian music.
serial	The story was published in <u>serial</u> form.
suite	He took a <u>suite</u> of rooms at the hotel.
vein	The <u>veins</u> carry the blood to the heart.
council	The monarch called his <u>council</u> together.
wrest	The savage sought to <u>wrest</u> the weapon from him.

7, 8

affable manners	sober apparel	a righteous cause
romantic novels	immediate relief	absolute accuracy
zealous apostles	a lawyer's client	standard dictionary

Use the above phrases in sentences. Copy each phrase and underline the difficult letters. Write all the words in this lesson in the order of their difficulty.

<u>council</u>	<u>competed</u>	<u>scourge</u>	<u>ratified</u>
----------------	-----------------	----------------	-----------------

9

sought	He <u>sought</u> for it, but could not find it.
gear	The machine had long been out of <u>gear</u> .
celery	The salad was made of lettuce and <u>celery</u> .
steppes	The Russian <u>steppes</u> stretched far away.
cede	The commander was forced to <u>cede</u> Port Arthur to the Japanese.
recipe	The druggist made an excellent lotion from an old <u>recipe</u> .

10

grade	<u>pity</u>	<u>rebel</u>	populace
retrograde	pitiable	rebellion	popularity
<u>graduate</u>	piteous	rebellious	populous

What is the meaning of each of these words? Copy the words and spell them softly as you write. Use the rules you stated in Lesson 5 to form the past tense of the underlined words.

11

<u>overwhelm</u>	instead	overthrown	mushroom
<u>upheave</u>	foreground	<u>counteract</u>	adaptable
<u>undermine</u>	crestfallen	steadfast	fourscore

Make two words from each word in the above list. Form the past tense of the underlined words.

Eighth Grade

12, 13

<u>competitor</u>	<u>assessor</u>	<u>predecessor</u>	<u>negotiator</u>
<u>chancellor</u>	<u>gladiator</u>	<u>counselor</u>	<u>solicitor</u>
<u>compositor</u>	<u>prosecutor</u>	<u>contributor</u>	<u>protector</u>

Spell the verb from which each of the underlined words is formed. Use the dictionary to find the meaning of the suffix *or* in all the above words. Give a definition for each word. Separate each word into syllables.

14

He abandoned the sinking ship and stepped into the boat.

Were you satisfied that the account was correct?

Have you computed the sum to your satisfaction?

The Indians were incited against the English by their French allies.

Cæsar fulfilled his duties as a Roman citizen.

15

portico	veranda	rotunda	apartment
pinnacle	piazza	cellar	auditorium
crypt	loggia	pillar	column

To what part of a building does each of the above words refer? Use the words in sentences to show their application. Separate each word into its syllables.

16, 17

singe	seethe	<u>civ'il</u>	<u>loathe</u>
sub due'	sol'ace	<u>con ceive'</u>	<u>di verge'</u>
<u>re vise'</u>	<u>ab'di cate</u>	ca rouse'	<u>rec'on cile</u>

Copy the above words, and underline the difficult letter or group of letters in each. Write the past tense of each. Write a noun suggested by the words underlined.

18

Could you

subdue your anger?

relieve his necessity?

revise a composition?

compute the sum?

persevere in a task?

satisfy a competitor?

What does each of these phrases mean?

19

Through a thin, dry mist, that morning, the sun rose
broad and red;

At first a rayless disk of fire, he brightened as he
sped;

Yet, even his noontide glory fell chastened and sub-
dued,

On the cornfields and the orchards, and softly pictured
wood.

WHITTIER

brightened

chastened

pictured

subdued

Eighth Grade

20

stationary	He remained <u>stationary</u> for a full hour.
vane	The <u>vane</u> on the steeple swung to and fro.
counsel	"The rulers take <u>counsel</u> together."
scheme	I have a <u>scheme</u> for getting assistance.
idiom	He spoke according to the German <u>idiom</u> .
slough	In "Pilgrim's Progress" we read of the " <u>Slough</u> of Despond."

21

Cedar, and pine, and fir, and branching palm,
A sylvan scene. MILTON

The monarch oak, the patriarch of the trees,
Shoots rising up, and spreads by slow degrees.
DRYDEN

Of all man's works of art, a cathedral is greatest. A
vast and majestic tree is greater than that. BEECHER

Select phrases which need especial study. Underline the
difficult letters in each phrase.

22

What is twice read is commonly better remembered
than what is transcribed. JOHNSON

<u>patriarch</u>	<u>rhythm</u>	<u>steadfast</u>	<u>pie</u>
<u>relieve</u>	<u>receipt</u>	<u>science</u>	<u>piece</u>

Nymph, in thy orisons
Be all my sins remembered.

There's a divinity that shapes our ends,
Rough-hew them how we will.

SHAKESPEARE

Find the meaning of the underlined words.

24, 25, 26, 27

according	foreground	nymph	satisfied
agreement	fourscore	ought	serious
allies	friend	overthrown	singe
assistance	gear	overwhelm	spread
Beecher	Germany	pie	stepped
brightened	greatest	piece	stretched
cause	Indian	piteous	subdued
cellar	Japanese	pity	supervise
chastened	Johnson	principal	suspense
contributor	machine	prudent	understanding
counteract	majestic	punished	unhappy
crestfallen	manner	rebel	valiant
druggist	millinery	receipt	weapon
Dryden	monarch	reconcile	wisdom
excellent	necessity	remained	written
forced	noontide	Russian	wrote

Eighth Grade

28

domicile	tabernacle	cathedral	mansion
edifice	arena	theater	garage
seminary	building	residence	amphitheater

Use each of the above words in a sentence to show its correct application. Copy, separating into syllables as you write.

29

martial music	migratory animals
naïve remarks	melancholy expression
weird noises	amateur performance
barbarous assassin	miscellaneous articles

Use the dictionary to find the meaning of any word you do not understand. Copy each phrase and underline the difficult letters.

30, 31

adept	She was an <u>adept</u> in the art of conversation.
alien	No <u>alien</u> was allowed to cast his ballot.
clique	Every society has its groups, or <u>cliques</u> .
canon	One cannot afford to disregard the <u>canons</u> of good taste.
caste	The laws of <u>caste</u> in India are extremely rigid.
borough	He represented his <u>borough</u> in the House of Commons.

32

north wind's masonry
 unseen quarry
 windward stake

fierce artificer
 white bastions
 projected roof

Read the quotation below to see what each of these phrases means. See how many of them you can write from memory, after closing your book. After writing them, open your book and compare. Underline the difficult letters.

33

Come see the north wind's masonry.
 Out of an unseen quarry evermore
 Furnished with tile, the fierce artificer
 Curves his white bastions with projected roof
 Round every windward stake, or tree, or door.

EMERSON

34, 35

A

B

co erce' a verse'
 con ceive' se cede'
 re vise' pre tense'
 re ceive' in ter vene'

co er'cion a ver'sion
 con cep'tion se ces'sion
 re vi'sion pre ten'sion
 re cep'tion in ter ven'tion

What changes are necessary in the words of list *A* to make those of list *B*? Copy list *A*, then close your book and try to write from it the words of list *B*.

nymph
borough

arena
artificer

edifice
scheme

domicile
counsel

Eighth Grade

36

sergeant	furlough	lieutenant	brigadier
maneuver	strategy	barricade	squadron
battalion	bivouac	cavalier	truce

What is the meaning of each of the above terms? Separate each word into its syllables. Underline difficult combinations of letters.

37

ba rouche'	char'i ot	eq'ui page	gon'do la
a'er o plane	ve'hi cle	tri'cy cle	coach
pha'e ton	au to mo'bile	car'riage	am'bu lance

Consult your dictionary for the meaning of any unfamiliar word in the list above. Which of the words refer to vehicles of the present time?

38

ac cept'a ble	cred'it a ble	re vers'i ble	port'a ble
a bom'i na ble	de plor'a ble	plaus'i ble	el'i gi ble
<u>in del'i ble</u>	<u>in flam'ma ble</u>	pli'a ble	ca'pa ble

Write in one column the words of this lesson ending in *ible*; in another those ending in *able*. What is the meaning of the termination? Pronounce slowly and give the meaning of each word. What is the prefix in the underlined words? What does the prefix mean in these cases?

39, 40

affectionate	anxiety	skeptical	critic	especially	affable
boisterous	bravado	celestial	realms	buoyant	spirit
ludicrous	nonsense	judicious	praise	sagacious	advice

Give the meaning of each phrase. Use each in a sentence. Separate each word into its syllables. Underline the difficult letters.

41

In business the one to whom goods are consigned or sent is called the consignee. A merchant's money and property are his assets. An association of merchants forms a syndicate. One who signs a bond for his friend becomes his surety.

In this and the following lesson separate the underlined words into syllables, and study very carefully before writing from dictation.

42

When a man's debts exceed his assets, there is a deficit. If he cannot get credit, he becomes bankrupt. His property is then transferred to an assignee, who distributes it among the creditors. Each creditor receives a fair share, based upon the amount of his claim.

martialnaïveweirdbuoyant

Eighth Grade

43

The study of health is called hygiene.

Botany is the study of plant life.

Algebra is one branch of mathematics.

Through astronomy we learn to know the stars and their movements.

Geology teaches us about this earth and its changes.

Geometry treats of surfaces and solids.

Which of all these studies do you think would be most interesting?

44, 45

elapse

feud

farce

convene

exhilarate

ghastly

facility

disease

eulogy

eider

dearth

masquerade

Find the meaning of the above words in your dictionary. Write each word, underlining the difficult letters. Separate the underlined words into their syllables.

46

The sergeant asked for a furlough.

The cavalry maneuvered from the left flank.

The brigadier was famous for his strategy.

The battalion was intrenched behind the barricade.

The lieutenant sent forward a flag of truce.

47-54. SPELLING-MATCH WORDS

Write all the words which contain any silent letter ; those containing *tion, eu, ei, ea, ia, ou, uo*. Write those which have a doubled consonant. Write all the words which have four or more syllables.

abandon	assessor	brigadier	coerce
abdicate	assets	building	coercion
abhor	assign	buoyant	column
abominable	assignee	canon	commute
absolute	astronomy	canyon	compete
acceptable	auditorium	capable	competitor
accuracy	automobile	carouse	compositor
adaptable	averse	carriage	compute
adept	aversion	caste	conceive
admittance	barbarous	casual	conception
affable	barouche	cathedral	consignee
affectionate	barricade	cavalier	consignment
algebra	battalion	cede	convene
alien	beguile	celestial	council
ambulance	bivouac	chancellor	counsel
anxiety	boisterous	chariot	counselor
apartment	borough	chivalry	creditable
apostle	botany	civility	crypt
apparel	boulevard	client	dearth
arena	bravado	coach	deficit

Eighth Grade

deplorable	immediate	portico	singeing
deterred	incite	predecessor	slough
dictionary	indelible	ratify	sober
disturbing	indorse	rebellion	solace
divinity	inflammable	rebellious	solicit
divulge	lawyer	relief	solicitor
domicile	loathe	retrograde	sovereign
eclipse	loggia	reversible	squadron
edifice	ludicrous	revise	standard
eligible	maneuver	revision	steadfast
equipage	martial	rhythm	stomach
eulogy	mechanical	righteous	strategy
exhilarate	melancholy	romantic	subduing
farce	merchandise	rotunda	suite
feud	Milton	sagacious	sylvan
fulfil	negotiate	scene	syndicate
furlough	offering	scheme	tabernacle
geology	patriarch	science	upheaval
geometry	persevere	scourge	vane
ghastly	pitiable	secede	vein
gladiator	plausible	secession	veranda
graduate	pliable	seminary	Whittier
guide	populace	sergeant	windward
homestead	popularity	serial	wrest
hygiene	populous	several	wrestler
idiom	portable	Shakespeare	zealous

55

Could you

beguile an enemy ?

solace a friend ?

conceive a plan ?

compete for a prize ?

fulfil an agreement ?

reconcile two foes ?

Which are the difficult words in these phrases ? Why ?

56

venerable

inexhaustible

incorrigible

intolerable

irresponsible

inseparable

justifiable

lamentable

assailable

Make a list of the verbs from which the underlined words are made. What prefixes or suffixes are used ? In which cases, and how, is the form of the verb changed ? Always consult your dictionary in work of this kind.

57, 58

Can you

collect data ?

cure disease ?

eradicate faults ?

ascertain a fact ?

show courtesy ?

beautify a room ?

divulge a secret ?

adjourn an assembly ?

accede to a proposal ?

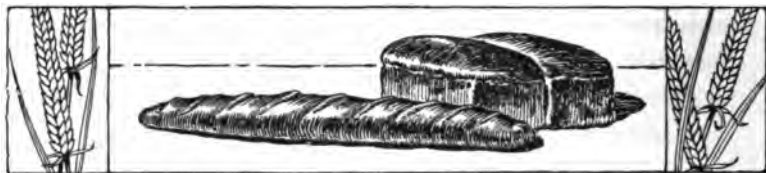
enunciate distinctly ?

dedicate a building ?

construe a sentence ?

What does each of the above phrases mean ? Arrange the words in an alphabetical list. Underline the difficult letters.

Eighth Grade



59, 60

Nobody knows how long the human race used the cereal grasses before the clever bakers found out at last the art of making what we call a loaf of bread. It was nearly six hundred years after the foundation of Rome when the Roman bakers developed their art to a degree undreamed of, and produced what at that time was a novelty and luxury, but is to us a matter of primary necessity. HAMERTON

Study the underlined words until you can write them from memory; then copy the entire selection, underlining every difficult word.

61, 62

the ol'o gy	phil an'thro py	pa thet'ic	loath
tho'rax	pa ren'the sis	theme	the'o ry
thwart	en thu'si asm	myth	hearth

What sound is common to all words in this lesson? By what letters is it expressed?

63in dict'

in dict'ment

im pede'

im ped'i ment

en rol'

en rol'ment

consign'

con sign'ment

be guile'

be guile'ment

en ter tain'

en ter tain'ment

Note any changes made in forming the second word in each pair. Write the past tense of each underlined word. Do the same with the following exercise.

64, 65immerse

immersion

incise

incision

interrupt

interruption

interpose

interposition

interpret

interpretation

immigrate

immigration

Separate each of these words into its syllables.

66, 67

accusation

acclamation

accommodation

limitation

determination

declamation

consolidation

contamination

organization

Make a list of the verbs from which the above nouns are formed. What does each noun mean? What change is made in the spelling of each when the suffix is added? Separate each word of the lesson into its syllables.

Eighth Grade

68, 69

oscillate	perpetuate	retaliate	prolong
operate	preserve	precipitate	resign
participate	provoke	procrastinate	proclaim

From these verbs make nouns like those in the preceding lesson, and use the dictionary to find what changes are necessary. Separate each verb into its syllables.

70

Mark the effect produced on our councils by continued insolence and inveterate hostility; we grow more malleable under their blows. BURKE

continued insolence	more malleable
inveterate hostility	our councils

Study the above phrases a few moments and then try to write them from memory. Copy the entire quotation, and spell aloud each difficult word as you write.

71

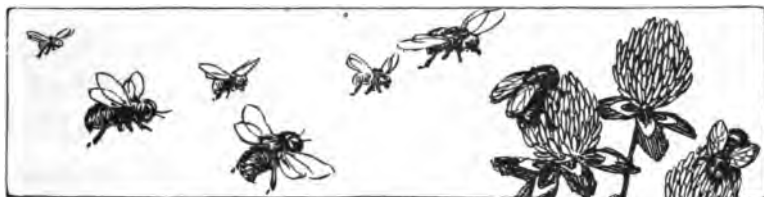
A tale should be judicious, clear, succinct;
The language plain, and incidents well linked.

COWPER

The boast of heraldry, the pomp of power,
Await alike th' inevitable hour.

GRAY

<u>malleable</u>	<u>interpret</u>	<u>oscillate</u>	<u>beguile</u>
------------------	------------------	------------------	----------------



72, 73

The pedigree of honey
Does not concern the bee.
A clover, any time, to him
Is aristocracy.

There is a flower that bees prefer,
And butterflies desire ;
To gain the purple democrat
The humming-birds aspire.

His labor is a chant,
His idleness a tune ;
Oh, for a bee's experience
Of clovers and of noon !

EMILY DICKINSON

74

in ter'pret	in ter cept'	in'ter lude	in ter vene'
in'ter view	in ter me'di ate	in ter cede'	in ter pose'

Eighth Grade

75, 76

ad her'ent	ad'ver sa ry	con cede'	con verge'
ad ja'cent	ad ver'si ty	con'script	con'stan cy
ad'ju tant	ad journ'	con join'	con sist'en cy

What prefixes are used in the words above? Give the meaning. Find twelve words in common use which have either of the above prefixes.

77

couplet	He wrote a <u>couplet</u> for the occasion.
disease	The <u>disease</u> was a contagious one.
dissent	Not a <u>dissenting</u> voice was heard.
discreet	He preserved a <u>discreet</u> silence throughout.
croquette	The <u>croquettes</u> were a delicious brown.
color	The <u>colors</u> were lowered at sunset.
stationery	She sold <u>stationery</u> and the morning papers.

78, 79

<u>a gil'i ty</u>	<u>plu ral'i ty</u>	<u>gen til'i ty</u>	<u>tran quil'li ty</u>
<u>cap tiv'i ty</u>	<u>cor dial'i ty</u>	<u>hi lar'i ty</u>	<u>op por tun'i ty</u>
<u>ob scur'i ty</u>	<u>du plic'i ty</u>	<u>dex ter'i ty</u>	<u>sin gu lar'i ty</u>

Write a list of adjectives suggested by the nouns underlined, using your dictionary in order to spell them correctly. Then close your book and see if by looking at the adjectives you can write the list of nouns correctly.

80

civ'il ize	cap'tive	al'ien
civ il i za'tion	cap'ti vate	al'ien ate
cir'cu late	col'lege	mu nic'i pal
cir cu la'tion	col le'gi ate	mu nic i pal'i ty

Copy these words and underline the difficult letters in each.

81

salary	What <u>salary</u> is the position worth?
croquet	They played many games of <u>croquet</u> .
symbol	He used <u>symbols</u> to express his meaning.
decease	The new king was crowned immediately after his father's <u>decease</u> .
burrow	The prairie dog sat at the entrance of the <u>burrow</u> .
descent	The descent was gradual to the door of the <u>cavern</u> .

82, 83

hyp'no tism	mys te'ri ous	myth ol'o gy	sym bol'ic
hyp'o crite	chrys'a lis	gym nas'tics	symp'tom
syn'o nym	sys'tem	syn'tax	sym'pho ny

What sound in common have all the above words? By what letter is it expressed? What is the meaning of each word?

Eighth Grade

84, 85, 86, 87. SPELLING-MATCH WORDS

adversity	creditor	human	opportune
advice	critic	immigration	organize
agility	croquet	impede	oscillation
amphitheater	debts	inseparable	participation
animal	democrat	insolence	pedigree
article	dexterity	interposition	performance
artificer	dissenting	interpret	plurals
assailable	distinctly	intervention	praises
assembly	distribute	intrench	precipitation
association	elapse	inveterate	pretension
business	entertainment	irresponsible	proclaim
cavalry	eulogy	justify	procrastination

circulate	exhaust	known	projected
civilize	experience	language	prolongation
clique	expression	lieutenant	property
collect	extremely	limitation	proposal
college	fault	loaf	quarry
color	fierce	mansion	realm
construe	foundation	masonry	receive
continued	garage	municipalities	reception
conversation	gondola	myth	remembered
cordial	hearth	nonsense	residence
council	heraldry	obscure	skeptical
courage	hostility	operation	theater

88, 89

epistle	delusion	endeavor	deity
disciple	libretto	hawser	conspirator
heresy	felony	grimace	decency

Separate each of these words into its syllables. Explain each.

90, 91

de fend'ant	con test'ant	e va'sion	guil'lo tine
de fault'er	dau'phin	em'is sa ry	dic'tion a ry
de scend'ant	gaz et teer'	e ques'tri an	dis in fect'ant

Tell the meaning of each word.

92

gambol	He watched the children's <u>gambols</u> from his windows.
cymbal	The <u>cymbals</u> clashed and the trumpets sounded.
prophet	The <u>prophet</u> foresaw the calamity and warned the people.
cannon	Is the strength of a nation in its <u>cannon</u> or in its men?
deign	Who would <u>deign</u> to notice an act of discourtesy?
borrow	Why do you <u>borrow</u> trouble? Let it hunt for you first.

Eighth Grade

93

ob'e lisk	col os se'um	pyr'a mid	gym na'si um
sphinx	mau so le'um	mu se'um	hip'po drome

What is the meaning of each word in the above list? What letter or combination of letters in each makes its spelling difficult?

94, 95

he'ro	her'o ine	czar	czar i'na
heir	heir'ess	god	god'dess
ti'ger	ti'gress	wiz'ard	witch

Notice the changes made in the masculine forms to produce the feminine. Find twelve other masculine and feminine forms and study their spelling.

96, 97

The house had that pleasant aspect of life which is like the cheery expression of comfortable activity in the human countenance. You could see at once that there was the stir of a large family within it. . . . In other respects, it was a substantial, jolly-looking mansion, and seemed fit to be the residence of a patriarch.

HAWTHORNE

Copy the above selection, underlining every difficult word. Then write the difficult words, separating into syllables. Finally close your book and try to write the selection from memory.

I find nothing so singular in life, as that everything appears to lose its substance the instant one actually grapples with it. HAWTHORNE

Things without all remedy
Should be without regard: what's done, is done.

SHAKESPEARE

Which are the difficult words in the above selections? Copy them and separate into their syllables.

99, 100

sculp'tor	vag'a bond	tor pe'do	e di' tion
sou ve nir'	tes'ti mo ny	tour'na ment	doc'trine
vo cab'u la ry	trag'e dy	ep'i taph	fo'cus

Find in your dictionary the plural form of each of the above words and write it. What plural form is peculiar?

101

aggravate	ancient	correspondent	envelop
acquire	chauffeur	admittance	draught

Separate each of these words into its syllables. What difficult combination of letters do you find in each?

<u>philanthropy</u>	<u>guillotine</u>	<u>defendant</u>	<u>constancy</u>
---------------------	-------------------	------------------	------------------

Eighth Grade

102, 103

Lettuce is like conversation: it must be fresh and crisp, so sparkling that you scarcely notice the bitter in it. Lettuce, like most talkers, is, however, apt to run rapidly to seed. Blessed is that sort which comes to a head, and so remains, like a few people I know: growing more solid and satisfactory and tender at the center, and crisp in their maturity. WARNER

104, 105

refugee	consignee	assignee	
promissee	employee	referee	
nihilist	antagonist	optimist	pessimist
oculist	socialist	pharmacist	theorist

Separate these words into syllables. Give the meaning of each.

106

The wilderness and the solitary place shall be glad for them; and the desert shall rejoice, and blossom as the rose. ISAIAH

Keep thy heart with all diligence; for out of it are the issues of life. PROVERBS

Arrange the underlined words in alphabetical order. Give the meaning of each quotation in your own words.

107, 108

unfortunate predicament	sagacious prophecy
important preliminary	radical measures
unexpected prejudice	plaintive query
practical precaution	promiscuous society

Write sentences containing these phrases.

109, 110

Write phrases containing the following words, using the name of something that may be

accessible	illegible	obnoxious	transient
adequate	pathetic	venomous	essential
antique	hygienic	whimsical	exquisite

111, 112

In the same manner as in the preceding lessons, form phrases using these words :

alternate	mercenary	ingenious	ideal
auxiliary	efficient	weird	gorgeous
oriental	fictitious	spectacular	grotesque

113

infamous	incessant	indestructible	insomnia
indispensable	infallible	infinite	intangible

What is the meaning of the prefix in these words? Separate each word on this page into its syllables.

Eighth Grade

114-125. SPELLING-MATCH WORDS

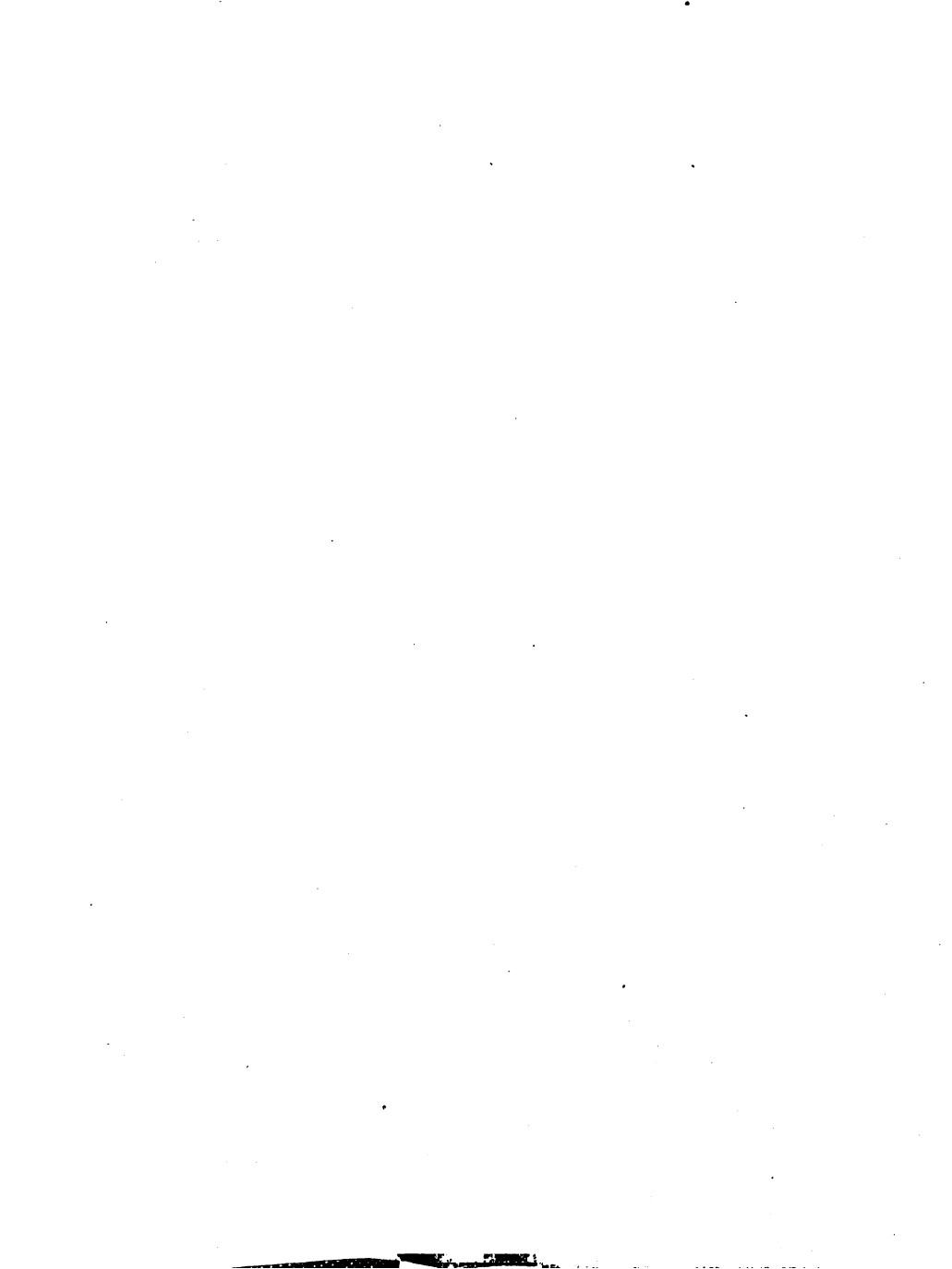
abbreviate	aquarium	collegiate	cymbal
accede	aqueduct	colosseum	data
accessible	aristocracy	comprehend	dauphin
acclamation	ascertain	comprehension	decease
accommodate	assailing	concede	decency
accusation	assassin	concern	declamation
actual	august	condescension	dedicate
adequate	auxiliary	confederate	defaulter
adherent	beautify	conjoin	defender
adjacent	boulevard	conscript	deign
adjourn	cannon	consistency	deity
adjutant	captivate	consolidation	delusion
adversary	casual	conspirator	descendant
aggravate	cavalier	constancy	descent
agile	cereal	contaminate	desecrate
alienate	certificate	contestant	design
alternate	chamois	converging	determination
amateur	chaperon	cordiality	developed
ancient	charade	corridor	disciple
anniversary	chauffeur	counteract	discreet
antagonist	chivalry	couplet	disease
antecedent	chrysalis	courtesy	disinfectant
antidote	circulation	Cowper	divulge
antique	civilization	croquette	doctrine

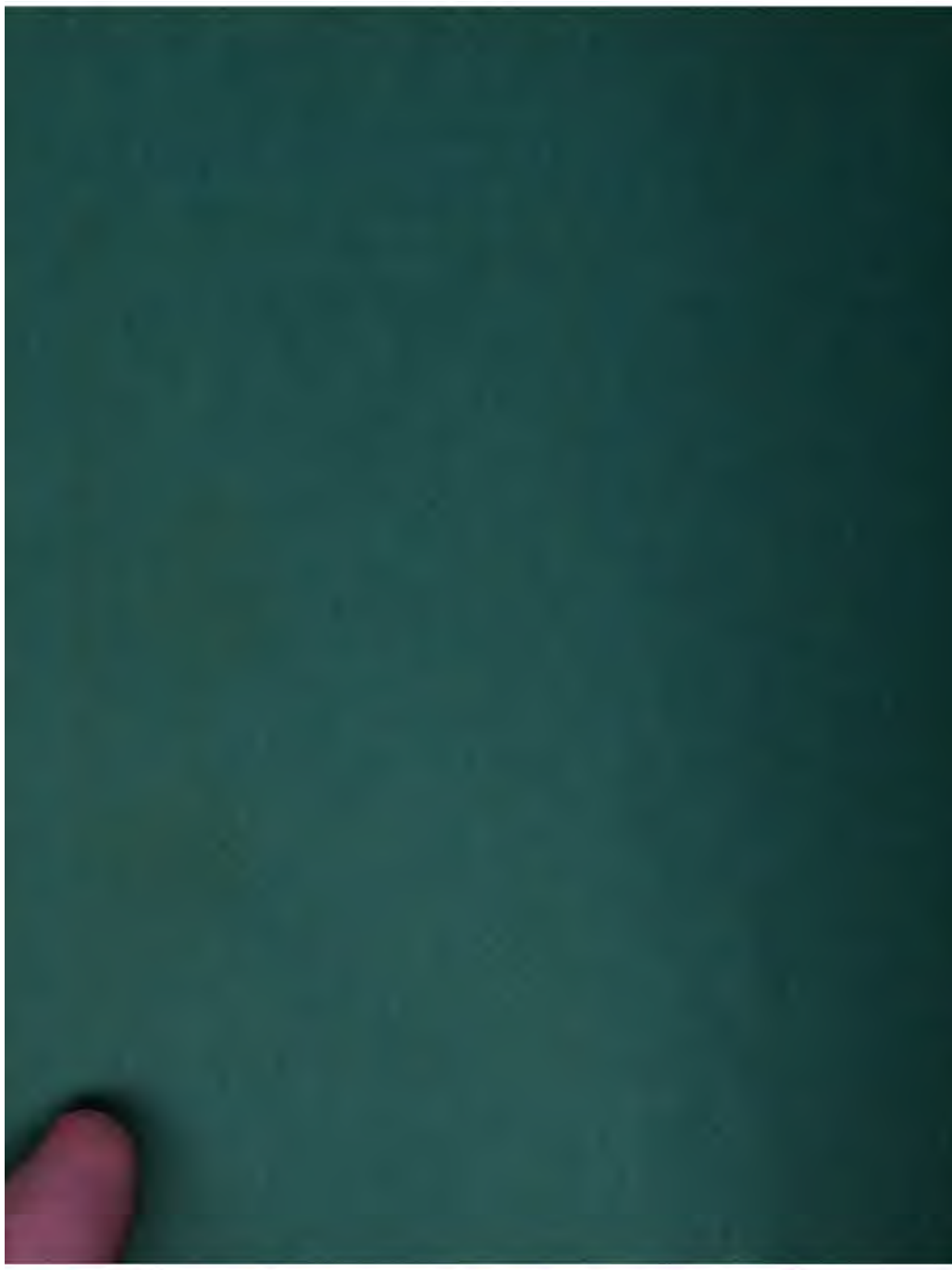
Eighth Grade

duplicity	gaseous	indelible	lamentable
dynamite	gazetteer	indicted	lexicon
eclipse	gentility	indispensable	limit
edition	gorgeous	inevitable	loath
efficient	grimace	inexhaustible	loathe
embarrass	grotesque	infallible	luscious
Emerson	guillotine	infamous	luxury
employee	gymnastic	infinite	malleable
endeavor	harass	ingenious	masquerade
endurance	harmonious	insomnia	maturity
enrol	health	instead	mausoleum
enrolment	heresy	intangible	mechanical
enthusiasm	hilarity	intercede	mileage
enunciate	hippodrome	intercept	miscellaneous
epistle	homestead	interlude	mistletoe
epitaph	hygiene	intermediate	municipal
equestrian	hypocrite	interpose	mushroom
eradicate	ideal	interpretation	mysterious
essential	illegible	intervene	mythical
exquisite	immerse	interview	mythology
facility	immigrate	intolerable	naïve
farce	impediment	Isaiah	necessity
felony	imperious	issue	neutral
fictitious	incessant	issuing	neutrality
focus	incision	judicious	nihilist
forcible	incorrigible	justifiable	notoriety

Eighth Grade

novelty	plaintive	resignation	symptom
nymph	plurality	restaurant	synonym
obnoxious	precaution	retaliate	syntax
obscurity	precipitate	sculptor	system
occasion	predicament	several	tense
oculist	prejudice	signs	testimony
operate	preliminary	simplicity	theology
opportunity	preservation	singularity	theory
optimist	preserve	skeptical	thorax
organization	primary	sobriety	thwart
oriental	proclamation	socialist	tournament
oscillate	procrastinate	society	tragedy
parenthesis	produce	solitary	tranquillity
participate	prolong	souvenir	transferred
pastime	prophecy	specie	transient
pathetic	prophet	spectacular	vagabond
perpetuate	protector	sphinx	vehicle
persecute	proverb	stationary	vein
pessimist	provocation	stationery	venerable
phaeton	pyramid	stealth	venomous
pharmacist	query	succinct	weird
philanthropy	radical	suffrage	whither
philosopher	reciprocity	symbol	witch
piteous	refugee	symbolic	witches
plaintiff	reign	symphony	wizard





This book should be returned to
the Library on or before the last date
stamped below.

A fine of five cents a day is incurred
by retaining it beyond the specified
time.

Please return promptly.

